

The Committee on Equal Opportunities Governor's Minority Student College Preparation Program



Annual Evaluation of the Progress Toward the Kentucky
Plan for Equal Opportunities in Postsecondary Education

2008-09



Executive Summary

Access to a quality postsecondary education is fundamental to the long-term success of African Americans and other ethnic minority groups. Similarly, it is essential to address the Commonwealth's demand for a more educated populace given the requisite skills required to attract businesses to the state and to compete in a world economy. Among the many commitments identified in both the Kentucky Plan, and the Partnership Agreement was a pledge to address the underrepresentation of ethnic minority students in Kentucky's public postsecondary education system. As the development of the new Diversity Plan unfolds, the Council's Committee on Equal Opportunities will continue to champion efforts to increase African American as well as other minority participation in the public postsecondary education system.

The purpose of this report is to document statewide and institutional progress for the Governor's Minority Student College Preparation Program (GMSCPP). The 2008-09 annual report provides a summary of academic enrichment activities that prepare African American middle and junior high school students to explore academic enrichment activities and career opportunities to enable them to successfully transition from high school to Kentucky's public universities and the Kentucky Community and Technical College System. Created in 1986 to address the underrepresentation of African American students in postsecondary education, the GMSCPP assists students in preparing for high school and postsecondary education by encouraging them to become recipients of an array of opportunities as a result of acquiring a postsecondary degree. The program builds relationships between middle and junior high schools, and public postsecondary education institutions, and enables students to identify and address possible academic challenges before transitioning to high school. Program directors are encouraged to administer tests to determine the skill level of participants, discern how to manage any identified academic challenges, and develop academic enrichment activities to address those areas. Pre-tests are given at the onset of the program and post-tests are administered and compared at the conclusion of the program.

The 2008-09 GMSCPP annual evaluation report focuses on the Council's five questions that organize the Public Agenda initiative; the questions have been modified to reflect student participation in the GMSCPP.

1. Are more students participating in the GMSCPP—are they preparing for postsecondary education?
2. Is Kentucky postsecondary education affordable for GMSCPP participants? Do they understand the costs associated with enrollment and whether it is affordable in the Commonwealth?
3. Do GMSCPP participants complete the program? Do they enroll in Kentucky's postsecondary education institutions, graduate, and earn certificates/degrees?
4. Are GMSCPP participants preparing for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting as a result of the GMSCPP?

Each participating institution submitted a 2008-09 evaluation report. Results show that both the universities, and KCTCS continue to make progress with the participants in many areas. Participating institutions continue to recruit students to enroll in the GMSCPP in an effort to improve access, provide opportunities, and increase the pipeline of better prepared students in Kentucky's public postsecondary education system. The following are some of the key findings of the evaluation.

Question 1: Are more students participating in the GMSCPP—are they preparing for postsecondary education?

- A total of 1,025 students were served by the GMSCPP in 2008-09:
 - Kentucky's public universities enrolled a total of 771 students.
 - KCTCS enrolled a total of 254 students.
- All program directors introduce participants to academic enrichment activities, for example, English, STEM, History/Culture, etc.

Question 2: Is Kentucky postsecondary education affordable for GMSCPP participants? Do they understand the costs associated with enrollment and whether it is affordable in the Commonwealth?

The GMSCPP directors are encouraged to introduce participants to information regarding the academic as well as the financial investments of postsecondary education and how to prepare for and fund their education.

- Directors organized discussions and workshops on financial aid, Kentucky Educational Excellence Scholarship (KEES) funding, and other resource opportunities.
- Several programs offered students opportunities to build budgets and to learn about financial preparation for postsecondary education.
- Institutional Financial Aid Representatives discussed funding postsecondary education with student participants.

Question 3: Do GMSCPP participants complete the program? Do they enroll in Kentucky's postsecondary education institutions, graduate, and earn certificates/degrees?

Many students have benefited from the GMSCPP since the program's inception. A total of 6,408 students were served by the program between 2003 and 2008. Uniform data are in the initial stage of being collected and maintained. In 2002, the Council staff asked GMSCPP directors to utilize a common application and collect standardized data in order to follow the students' progress as they transitioned out of the program, into Kentucky high schools and the Kentucky postsecondary education system. Data collected after 2002 for student participants in grades six through eight should be available in the next several years to highlight their enrollment, retention, and graduation rates in the KCTCS, as well as the public and private universities across the state. Additionally, many of the GMSCPP program completers, equipped with the knowledge and resources from the Council-sponsored program, have enrolled in postsecondary institutions, both in and outside of Kentucky, to earn degrees. The process to collect the GMSCPP alumni data continues to be revisited and the data will eventually be available the CPE Data Portal.

Question 4: Are GMSCPP participants preparing for life and work in Kentucky?

The goal of the GMSCPP is to increase African American student enrollment, retention, and graduation rates and to create a populace encouraged and prepared to enroll in graduate and professional education after completing the undergraduate degree. Participants of the GMSCPP are introduced to the benefits of challenging academic coursework, gain experience with ACT prep materials, and acquire a better appreciation for and understanding of the prerequisites to enrolling in postsecondary education. Students also participate in the Annual GMSCPP Statewide Conference. In June 2009, more than 250 students traveled to Murray State University to engage in hands-on STEM activities during the day-and-a-half statewide conference. Students were introduced to agriculture, astronomy, engineering, math, physics, science, and veterinary medicine. Each active program was represented, as well as 12 of 15 KCTCS institutions.

During the regular program year, institutions introduced comparable academic enrichment activities to participants; each also presented information highlighting STEM (science, technology, engineering, mathematics) initiatives. Additionally, most programs incorporated a special interest topic, in addition to

addressing the CEO goals and objectives (for example, building computer circuits, crime scene investigations (CSI), ACT Workshops, and Webpage Design/Resume' Workshop).

The KCTCS report indicated that directors are encouraged to provide year round activities or support to participants. Currently four KCTCS programs collaborate with GMSCPP university programs.

- Ashland and Morehead State University
- Bowling Green and Western Kentucky University
- Gateway and Northern Kentucky University
- Maysville and Morehead State University

The majority of the programs collaborated with community, educational, or social organizations. Parental participation is mandatory in several programs, and some parents/students are required to sign contracts prior to participating.

Question 5: Are Kentucky's people, communities, and economy benefiting as a result of the GMSCPP?

In academic year 2008-09, a total of twenty-two (22) institutions participated in the GMSCPP: seven (7) universities and fifteen (15) of sixteen (16) KCTCS institutions. A total of 1,025 middle and junior high school students from across the Commonwealth participated, 184 fewer students from the previous year (1,209 students participated in 2007-08). The number of participants, as well as the number of schools served, has fluctuated during the last three years. Several institutions indicated that the number of students participating in the program had to be reduced as a result of the decrease in funding. Waiting lists have been created for 79 students at four institutions (UofL, Big Sandy, Elizabethtown, and Madisonville). Increased participation in the program will require additional fiscal support to accommodate more students.

Former GMSCPP students transitioning out of the program participate in other academic bridge programs, for example Gear Up, The Lincoln Foundation, TRIO, or Upward Bound. Many have enrolled and graduated from vocational and technical schools, colleges, and universities throughout Kentucky, as well as other states. One of the goals of the program is to introduce and encourage the participants to consider graduate and professional degrees once they complete the undergraduate degree. Many of the individual programs, as well as the statewide GMSCPP conferences, promote graduate and professional education through discussions with

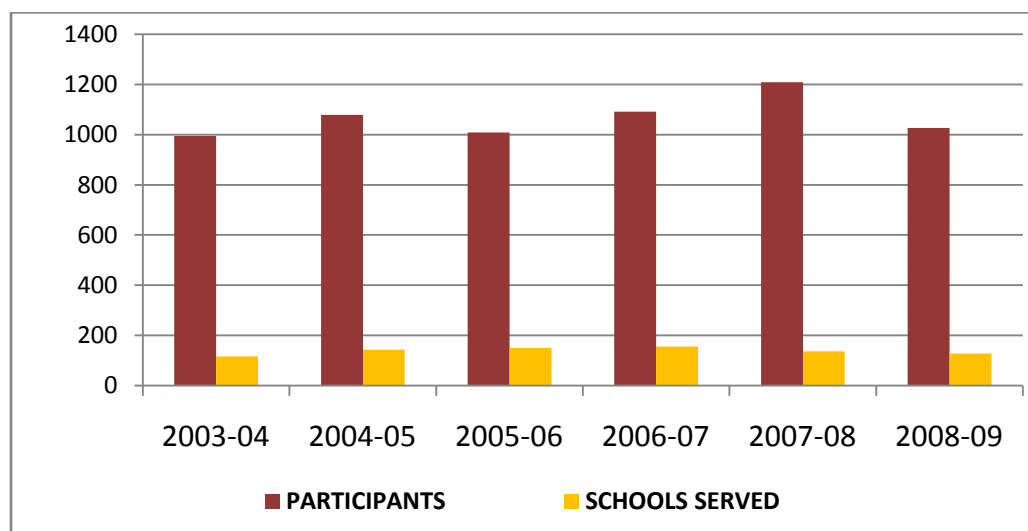
administrators, presentations by faculty, staff, and students, and the distribution of materials from discipline-specific workshops. The program also promotes student access, family and community participation, and awareness of the process for admission and enrollment in postsecondary education. The eight universities and the KCTCS institutions are committed to ensuring that African American students are sufficiently prepared to enroll in and excel in Kentucky's public postsecondary education system.

2008-09 GMSCPP SUMMARY OF FINDINGS

Question 1: Are more students participating in the GMSCPP—are they preparing for postsecondary education?

Student participation in the GMSCPP has steadily increased the past several years (see Figure 1). A total of 1,025 students participated in the program in 2008-09: 771 students (75.2 percent) enrolled in the seven university programs, while 254 students (24.8 percent) enrolled in the KCTCS programs. In comparison, 1,209 students participated in the 2007-08 programs. The number of students enrolling in the program has fluctuated. The number of middle and junior high schools served in the institutional service areas has decreased for two consecutive years: 116 in 2003; 143 in 2004; 150 in 2005; 155 in 2006; 137 in 2007; and 128 in 2008. Overall, participation in the GMSCPP decreased by 184 students from the previous year. Several program directors indicated that additional students have expressed an interest in participating in the GMSCPP. Some directors reported that the number of students participating in the program had to be reduced as a result of the reduction in funding. Waiting lists have been created for 79 students at four institutions (UofL, Big Sandy, Elizabethtown, and Madisonville).

Figure 1: 2003-2008 GMSCPP Participation



Question 2: Is Kentucky postsecondary education affordable for GMSCPP participants? Do they understand the costs associated with enrollment and whether it is affordable in the Commonwealth?

In addition to addressing academic preparation, directors also discussed the rising costs of college tuition, particularly as it relates to the budget shortfalls in the Commonwealth. During the past several years, research and affordability studies concluded that low-income students in Kentucky may devote a larger percentage of their incomes to cover tuition. GMSCPP directors presented information to make participants aware of the value and benefits of a postsecondary education, in addition to various resources that will assist them in enrolling. Several programs indicated that representatives from their financial aid office discussed information such as KEES, the Pell Grant, and the Work-Study program to assist with financing their college education. Students also learned about scholarships, fellowships, and teaching and research assistantships to pursue graduate and professional degrees.

Question 3: Do GMSCPP participants complete the program? Do they enroll in Kentucky's postsecondary institutions, graduate, and earn certificates/degrees?

Participating institutions are moving closer to creating a seamless system of education for GMSCPP students, including increased collaboration with K-12 and postsecondary institutions. All programs are held on the public university or community or technical college campus, or have classes/workshops at the institution, to allow students to become acclimated to the campus, meet administrators, faculty, staff, and students, and experience campus life. Many of the participants are repeat enrollers, which indicate that they return to the program for several years before transitioning from eighth to ninth grade (the program is designed to serve students in grades six through eight). The majority of GMSCPP participants complete the program unless they stop-out due to multiple extracurricular activities, they relocate, or they are asked to leave for disciplinary reasons.

Data continue to be collected and stored at CPE to determine the rate of GMSCPP alumni that enroll in Kentucky's postsecondary education system.

Question 4: Are GMSCPP participants preparing for life and work in Kentucky?

While each program has a unique focus, the overall goal is to prepare students to successfully enroll, be retained, and earn a certificate or degree from a postsecondary institution. Students are introduced to disciplines and topics to promote curiosity, scholastically enhance and improve their academic skills, and provide opportunities to explore future careers and professions. All programs are encouraged to introduce students to STEM disciplines, in addition to other rigorous courses that may be useful as they transition from middle and junior high to high school. Examples of the academic enrichment courses offered by the institutions are highlighted below.

Figure 2: Academic Enrichment Courses Introduced to Participants

ACADEMIC ENRICHMENT COURSES	EKU	KCTCS (12 Institutions)	KSU	MoSU	MuSU	NKU	UK	UofL	WKU
Art & Music	No Program in 2008-09	X	Report not available		X	X	X	X	X
Computer Technology		X		X	X	X	X	X	X
Cultural Diversity		X		X	X	X	X	X	X
English		X		X	X	X	X	X	X
Foreign Language Spanish		X		X	X	X	X	X	X
Math May include Algebra, Geometry, or Calculus		X		X	X	X	X	X	X
Reading		X		X	X	X	X	X	X
STEM Science, Technology, Engineering, Math		X		X	X	X	X	X	X
Writing/Journaling		X			X	X	X	X	X
SPECIAL ACTIVITY OR SPECIAL INTEREST TOPIC		CSI, Radiology, Computer Circuits, etc.		Pre College Curriculum	Resume' and Webpage Design	Career Exploration	403 Students on Honor Roll	ACT Prep Workshops	PowerPoint Presentation

For example, UofL acquaints participants with the Individual Education Plan (IEP) and monitors student progress during Saturday sessions. All program directors acquaint students with special activities and special interest topics, academic programs, and careers and professions where African Americans and other minority groups have been disproportionately absent in the past (i.e., math, science, medicine, and engineering). Several institutions (MoSU, UofL, WKU) indicated that tutoring services are offered to participants through their respective institutions. Others indicated that students were exposed to the ACT test last year. At least one director registers all eighth grade participants, on a volunteer basis, for the ACT as they transition out of the program.

Question 5: Are Kentucky's people, communities and economy benefiting as a result of the GMSCPP?

Overall, the universities and KCTCS have noted steady participation in the GMSCPP, in spite of the budget reductions. Both the universities and KCTCS are making significant improvements in their programs in an effort to improve access and success for African American students and to increase the pipeline of better-prepared students for Kentucky's postsecondary education system. Many of the program directors referenced or identified school administrators, community organizations, churches, civic organizations and educational programs as primary collaborators with the GMSCPP. Most of the organizations and clubs are located in the same counties or within close proximity to the participating institutions. Several institutions introduced Upward Bound and Educational Talent Search to participants to provide a "bridge" for students to successfully transition from middle to high school.

The majority of the participating institutions were represented at the June 2009 GMSCPP Statewide Conference at Murray State University. The conference focused on STEM Workshops and attracted approximately 250 middle and junior high school participants from across the Commonwealth, including each university and 12 of the 16 KCTCS institutions. Mr. Mike Young worked with the Council staff to develop a practical and motivational conference. Students engaged in hands-on activities associated with STEM, including astronomy, physics, engineering, math, and veterinary medicine.

The GMSCPP enables K-12 and postsecondary teachers, counselors, faculty, staff, and administrators to collaborate; many of the directors collaborate with other GMSCPP directors. Several universities and KCTCS institutions host joint programs: Morehead State University and Maysville CTC, Morehead State University and Ashland CTC, Northern Kentucky University and Gateway CTC, and Western Kentucky University and Bowling Green TC. The University of Kentucky invites students to attend the annual Engineering Day held each February in the College of Engineering. Additionally, institutions are invited to participate in TRIO Day. This event rotates annually among Morehead State, Murray State, the University of Louisville, and Western Kentucky University.

Figure 3: GMSCPP Students Served in 2008-09
Display of students/schools supported through the GMSCPP Program*

GMSCPP INSTITUTION	NUMBER OF STUDENTS SERVED	NUMBER OF SCHOOLS SERVED	NUMBER OF STUDENTS ON WAITING LIST
KSU	33 students	4 schools	0 students
MoSU	22 students	5 schools	0 students
MuSU	40 students	2 schools	0 students
NKU	20 students	7 schools	0 students
UK	535 students	41 schools	0 students
UofL	50 students	17 schools	50 students
WKU	71 students	7 schools	0 students
TOTAL UNIVERSITIES	771 students	83 schools	Total of 50 students on waiting list
<u>KCTCS</u>			
Ashland CTC	6 students	2 schools	0 students
Big Sandy CTC	15 students	6 schools	8 students
Bluegrass CTC	9 students	2 schools	0 students
Bowling Green TC	Collaborated with WKU		
Elizabethtown CTC	23 students	8 schools	15 students
Gateway CTC	(2 students)	Collaborated with NKU	
Hazard CTC	25 students	5 schools	0 students
Henderson CC	15 students	4 schools	0 students
Hopkinsville CC	49 students	4 schools	0 students
Madisonville CC	21 students	6 schools	6 students
Maysville CTC	22 students	3 schools	0 students
Owensboro CTC	18 students	4 schools	0 students
Somerset CC	13 students	4 schools	0 students
Southeast KY CTC	22 students	5 schools	0 students
West KY CTC	14 students	2 schools	0 students
TOTAL KCTCS	254 students	55 schools	Total of 29 students on waiting list
TOTAL ALL PROGRAMS	1,025 Students Enrolled	138 Schools Served	Total of 79 Students on Waiting List

*EKU and JCTC did not have active programs in 2008-09.

Conclusion

The Council supports the promotion of postsecondary education for African Americans, as well as other diverse groups, through several pass-through programs. The GMSCPP is one of the Council's most successful and longest running programs to date. Increased student participation in the GMSCPP may translate to greater access and success for African Americans in the pipeline, and greater student enrollment in Kentucky's postsecondary education system. Furthermore, exposure to challenging and rigorous academic enrichment activities, while in middle and junior high school, may assist in minimizing the need for many African American students to participate in developmental education prior to enrolling in credit bearing courses.

Overall, the GMSCPP has been invaluable in serving African American middle and junior high school students across the Commonwealth. A total of 6,408 students were served between 2003 and 2008. Many students have benefited from the program since its inception. Furthermore, institutions are committed to enhancing and supporting equity in postsecondary education for African Americans as well as other diverse groups. With increased state and institutional support, more students also may become beneficiaries of the statewide program, and Kentucky may see an increase in the number of bachelor's degrees awarded to African Americans and other ethnic minority groups.